

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

The Webster Public School's (WPS) mission is to provide a quality education and a safe learning environment for all students and to empower them to succeed as responsible, productive citizens in an ever-changing global society. As noted in the WPS Strategic Plan, the instructional strategy objectives are: ensuring quality teaching, maintaining rigorous curriculum and aligning school improvement and turnaround plans to the district's long term goals of closing achievement and opportunity gaps for the noted subgroups below.

In 2019, the MCAS Accountability report moved the WPS district's overall classification to *Not Requiring assistance or intervention*. The district is showing substantial progress toward targets at 53%. Over the past three years, the district purchased researched based curriculum and resources (ELA, Mathematics, Science) to ensure an aligned curriculum to the MA Curriculum frameworks. Currently, the district provides ongoing professional development to teachers/staff building content knowledge and effective instructional strategies to close students' achievement and opportunity gaps.

The 2019 MCAS Accountability Achievement data for ELA indicates a decline for all non-high school students in the lowest performing, high needs, economically disadvantaged, and white subgroups. The high school's ELA Accountability Achievement data shows high needs and white subgroups met their target, and the all students, lowest performing, and economically disadvantaged subgroups showed no change.

The 2019 MCAS Accountability Achievement data indicates all non-high school subgroups exceeded targets for Mathematics (all students, lowest performing, high needs, economically disadvantaged, multi-race, non-hispanic/latino and white subgroups). The high school's Mathematics Accountability Achievement data show a decline for the all student and white subgroup, no change for the high needs, economically disadvantaged, and hispanic/latino subgroups, and an improved below target for the lowest performing subgroup.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

1. Increase staffing - Content Teachers, Special Education Teachers, and Related Service Providers. The Webster Public School's FY21 proposed budget includes funding for **additional staff** to meet the diverse needs within our student population by increasing personnel services to support holistic student needs, increase inclusion/co-teaching for Students with Disabilities (SWD) and English Language Learners (ELL). Specifically, the FY21 proposed budget will focus on the following targeted student supports:

- **English Language Learner Subgroup** - Hire an additional **0.5 FTE. ELL Teacher** to ensure compliance with the required hours of services for the growing ELL student population at the middle school. Currently, there is a total of 5.0 FTE. ELL Teachers serve 203 ELL students across the district. District data indicates, 13.1% First Language No English and 9.6% English Language.
- **Special Education Subgroup** - Hire additional **2.0 FTE. Special Education Teachers** at the elementary school. Two additional Special Education Teachers will focus on early intervention and early literacy skills. The elementary school currently has 4.0 FTE. Special Education Teachers (note: this does not include Pre-K or any substantially separate programs.) District data indicates, 21.3% of the district's population qualifies for special education services.
- **Special Education Subgroup** - Hire an additional **0.5 FTE. Speech Assistant** at the elementary school to focus on the increased speech and language needs of students in Pre-K thru grade 4.
- **High Risk Subgroup** - Hire an additional **1.0 FTE. Counselor** to ensure the social, emotional, and behavioral needs of high risk students at the middle school are adequately supported. District data indicates, 62.3% of the district's population are high needs, and 52.9% is economically disadvantaged.
- **High Risk Subgroup** - Hire additional **2.0 FTE. Paraprofessionals** at the middle and high school to increase the support for the "Journey" Tier 2 SEL program. District data indicates, 62.3% of the district's population are high needs, and 52.9% is economically disadvantaged.
- **All Students** - Hire **4.0 FTE. additional classroom teachers at grades 4, 7 and 8** to decrease class size and provide increased opportunity for teachers to differentiate instruction. District data indicates, 62.3% of the district's population are high needs, and 52.9% is economically disadvantaged.
- **All Students** - Hire a **1.0 FTE. Nursing Assistant** to be shared between the middle and high school. Currently, WPS has a full time nurse at all three schools and a float nurse who travels between the schools. The 2019 October 1st data indicates: 818 students at the elementary, 591 at the middle school, and 432 at the high school. Like many other schools across the state, WPS sees an increase in student medical needs on a daily basis.

PAE - Park Avenue Elementary School (PreK-4)

WMS - Webster Middle School (5-8)

BHS - Bartlett High School (9-12)

FY21 budget item	Amount	Foundation Category
Classroom Teacher, Gr. 4 (1.0 FTE)	\$59,141	Classroom & Specialist Teachers
Speech Assistant, PreK-4 (0.5 FTE)	\$18,025	Classroom & Specialist Teachers
Special Education Teachers, K-2 (2.0 FTE)	\$132,636	Classroom & Specialist Teachers
ELL Teacher, 5-8 (0.5 FTE)	\$33,159	Classroom & Specialist Teachers
ELA Teacher, 7-8 (1.0 FTE)	\$59,141	Classroom & Specialist Teachers
Math Teacher, 7-8 (1.0 FTE)	\$59,141	Classroom & Specialist Teachers
Social Studies Teacher, 7-8 (1.0 FTE)	\$59,141	Classroom & Specialist Teachers
Journey Paras for Tier-2, 5-12 (2.0 FTE)	\$44,082	Pupil Services
Guidance, 5-8 (1.0 FTE)	\$66,318	Guidance and Psychology
Nurse Assistants, 5-12 (1.0 FTE)	\$42,306	Pupil Services
Foreign Language Teacher, 9-12 (0.4 FTE)	\$26,527	Classroom & Specialist Teachers
Evidence-based program identified by DESE:		Increased personnel and services to support holistic student needs Inclusion/co-teaching for students with disabilities and English learners
SOA program categories:		D - Hiring school personnel that best support improved student performance

2. Dropout prevention and recovery programs.

The QUEST program utilizes a Tier 3 prevention approach that is designed to provide intensive, individualized interventions to students with serious or chronic social, emotional, academic, and/or behavioral difficulties. It is designed to support students who are significantly at-risk of dropping out or of non-advancement with their graduating cohort. QUEST offers small group instruction with a focus on academics, standardized test preparation, 21st Century Skills development, and attainment of a high school diploma. The curriculum parallels the general education requirements of Bartlett High School and the Webster Public School District. Ongoing support is delivered through the QUEST level system, coping skills development, task completion, health and wellness classwork, and continuous access to counseling services throughout the school day. Within the QUEST Program, student goals are identified, data is collected and analyzed, intervention plans are implemented, and an ongoing monitoring system is used to promote student growth and success.

Quest Program at Bartlett High School <ul style="list-style-type: none"> • Teacher (2.0 FTE) • Paraprofessionals (3.0) 	\$212,988	
Evidence-based program identified by DESE:		Dropout prevention and recovery programs
SOA program categories:		C - Social services to support students' social-emotional and physical health D - Hiring school personnel that best support improved student performance I - Developing additional pathways to strengthen college and career readiness

3. Aligned Curriculum. The WPS has an established six year curriculum plan to meet the needs of all students and continuously improve teaching and learning. The Directors of Curriculum work with teams of PreK-12 teachers and administrators on a regular basis to evaluate and revise curriculum to ensure that it is rigorous, relevant, and aligned to standards. The Directors of Curriculum and building Principals work with teachers to study the effectiveness of curriculum and instruction.

Over the past three years, the district used local and federal funds to purchase resources and materials in all core content areas K-12. As stated in the WPS Strategic Plan, the district is committed to providing a rigorous curriculum that is aligned to the MA Curriculum Frameworks, using data to inform instructional practices in all classrooms, and incorporating researched based practices. The instructional practices are designed to increase students' ability to articulate their thinking through various modalities (speaking, writing, and creating products), to expand students' abilities to understand the reasoning and various perspectives of others, and to develop confidence and critical thinking skills.

Curriculum Resources and Materials - PAE	\$31,170	Instructional Materials
Curriculum Resources and Materials - WMS	\$32,102	Instructional Materials
Curriculum Resources and Materials - BHS	\$41,560	Instructional Materials
District Curriculum Renewal <ul style="list-style-type: none"> • McGraw-Hill StudySync (6-10) • McGraw-Hill Social Studies (5-8) • MA, Our Home (3) • I-Ready Diagnostic & Instruction (K-10) • STEMscopes (3-8) • ST Math (K-4) • Biology/Environmental (9) • My Math Lab (12) 	\$154,935	Instructional Materials
Evidence-based program identified by DESE:		Research-based early literacy programs in pre-kindergarten and early elementary grades Supporting educators to implement high-quality, aligned curriculum
SOA program categories:		E - Increased or improved professional development F - Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks

4. Professional Development.

The WPS provides valuable opportunities within targeted areas of focus for meaningful and relevant professional development that results in professional growth for teachers and staff. The district provides professional development learning opportunities that transfer into the classroom and improve education while closing students' achievement and opportunity gaps for our lowest subgroups. The district ensures that all staff is offered high quality and relevant content and pedagogical professional development that provides opportunities for individuals to grow professionally, share and collaborate, strengthen skills, improve teaching practices, and foster the ongoing growth and change necessary to provide students with knowledge, skills, and values they will need to lead meaningful lives in the 21st century.

PD for Park Avenue Elementary School <ul style="list-style-type: none"> • PD Conferences • Wonders • Responsive Classroom • Polly Bath - SEL / Behavior Management 	\$8,850	Professional Development
PD for Webster Middle School <ul style="list-style-type: none"> • PD Conferences • Stemscope training 	\$3,000	Professional Development
PD for Bartlett High School <ul style="list-style-type: none"> • PD Conferences • AP training 	\$10,500	Professional Development

PD for District <ul style="list-style-type: none"> Looney Math Consulting (K-12) CPM College Preparatory Math (8-12) STEMscopes (3-8) i-Ready / Ready (K-8) District PD Days 	\$50,200	Professional Development
District Induction and Mentoring Program	\$14,045	Professional Development
Evidence-based program identified by DESE:		Research-based early literacy programs in pre-kindergarten and early elementary grades Supporting educators to implement high-quality, aligned curriculum
SOA program categories:		E - Increased or improved professional development

5. Extended day opportunities.

Research informs us that extra-curricular activities enhance student voice and engagement in their school communities. The WPS district offers a high number of free extra-curricular activities for our students. The middle and high school have athletic programs, cheerleading, Show Choir, Art Clubs, and Student Council. The high school has additional programs that include, Drama, Medical Careers and DECA Clubs. The district is increasing the FTE. to have a full time Athletic Director to build offerings for all students. WPS is focused on specific programs for our second language learners and has recently been awarded a substantial grant from the “Real Madrid Program” of Spain to offer a goal oriented basketball and soccer program to our second language learners ages 13-18.

District Athletic Director (1.0 FTE)	\$55,000	Administration (Extracurricular)
Extracurricular Activities, 5-12	\$61,532	Other Teaching Services
Evidence-based program identified by DESE:		Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers
SOA program categories:		D - Hiring school personnel that best support improved student performance - J - Any other program determined to be evidence-based by the commissioner.

6. Family outreach and engagement.

The WPS developed an **ELL Parent Advisory Council** in the 2018-2019 school year. This council meets periodically with central office and school building administrators as well as ELL teachers to discuss ELL programming. The purpose of this council is to provide parents/guardians with an opportunity to offer input and feedback. The district consistently translates newsletters and school communication into Spanish and Portuguese as well as any other language necessary. In 2018-2019 the district hired a part time bilingual Family Liaison. In the 2019-2020, YOUInc. hired this family liaison as a full time employee, and now the Webster Public Schools has access to her as needed. In 2020, WPS centralized registration and hired a bilingual central office administrative assistant who manages the intake process and supports families

Each school has a **School Council** comprised of parents/ guardians, teachers, and community members. School Councils meet to review school improvement plans and provide input on the budget process. Building Principals use the feedback from the councils to improve their schools.

There is a **Special Education Parent Advisory Council** for the Webster Public School. This group meets periodically to discuss special education programs and practices. The feedback from parents is shared with the Director of Student Services and all building administrators.

The elementary school has a **PTO** and this group works with the elementary building administrators on special school events, fundraising and field trips.

The WPS district offers our support to all families. Teachers and administrators communicate directly with families in person, by phone, or through Class DoJo. The WPS’ goals are to keep families deeply engaged in their child/children’s learning experiences.

The WPS has a number of partnerships with local businesses and colleges to provide additional support to our students. The community of Webster as a whole supports its schools. The WPS partner with Mapfre, Webster Town Library, Quinsigamond College, Nichols College, Webster Head Start, Webster Police, Webster Fire and Webster EMS.

Centralized Registration (0.5 FTE)	\$20,353	Pupil Services
Evidence-based program identified by DESE:		Family Outreach
SOA program categories:		H - Bilingual Staffing - Diversifying the educator and administrator workforce

7. Operations and Maintenance.

The WPS will increase the Maintenance and Groundskeeper position by 0.35 FTE at the elementary school. This additional time will help to upkeep the outdoor facility for students, staff, and community's safety.

Grounds Maintenance (0.35 FTE)	\$18,793	Operations and Maintenance
Evidence-based program identified by DES		Facilities improvements to create healthy and safe school environments
SOA program categories:		J - Any other program determined to be evidence-based by the commissioner

→ **Commitment 3: Monitoring Success with Outcome Metrics and Targets**

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY 2020 data is released this fall.)

1) DESE outcome metrics:

- ✓ MCAS - ELA mean SGP
- ✓ MCAS - Math mean SGP
- ✓ Four-year cohort graduation rate

2) Custom district metrics:

- ✓ Family Outreach Survey
- ✓ Conditions for Learning (Staff and Parent Survey)

→ **Commitment 4: Engaging All Families**

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs? [Insert text here]

The WPS is committed to increasing parental and community involvement through opportunities that target improving student outcomes especially for our high needs subgroup population such as economically disadvantaged, EL students, and students with disabilities. As noted above, the district has an **ELL Parent Advisory Council, a Special Education Parent Advisory Council, School Councils, a PTO, and bilingual central registration office and access to a bilingual Family Liaison through You.Inc.** The district also has **YOUinc. Counselors** on site at each school to ensure all students have access to therapy if needed.

The District Leadership Team (DLT) will review all family outreach programs for their effectiveness through pre and post surveys to all families. The DLT will use the results from survey data to make actionable steps for improving areas of need. Two-way communication will continue at the building and district levels through monthly newsletters, family engagement activities, and available media outlets.

Certifications:

X By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act Please summarize your stakeholder engagement process, including specific groups that were engaged:

[Insert text here]

By checking here, I certify that our district's school committee voted on our Student Opportunity Plan. •
Date of vote: _____ Outcome of vote: _____